

Morrissey, S. R. A History of Bus. Ed. In the Jr. High School.

1948

FOR REFERENCE

Do Not Take From This Room

A HISTORY OF BUSINESS EDUCATION
IN THE
JUNIOR HIGH SCHOOL

Shirley R. Morrissey

BOSTON UNIVERSITY
SCHOOL OF EDUCATION

LIBRARY

Thesis
Morrissey, S.R.
1948

The Gift of Shirley R. Morrissey

0000

FOR REFERENCE

Do Not Take From This Room

Ed.
Thesis
Morrissey, S.R.
1948
Stored

BOSTON UNIVERSITY
SCHOOL OF EDUCATION

Thesis

A HISTORY OF BUSINESS EDUCATION
IN THE
JUNIOR HIGH SCHOOL

Submitted by

Shirley R. Morrissey

B. S. in Education

Salem State Teachers College, 1944

In partial fulfillment of requirements for
the degree of Master of Education

1948

First Reader: John L. Rowe, Associate Professor of Education

Second Reader: Helen J. Kelly, Lecturer in Business Education

Third Reader: Assistant Professor of Secretarial Studies

✓

Gift of S.R. Morrissey
School of Education

September 20, 1948

TABLE OF CONTENTS

<u>CHAPTER</u>		<u>PAGE</u>
I	Introduction	1
	The Problem	1
	Statement of the Problem	1
	Importance of the Study	1- 3
	Definition of Terms	3- 7
II	Review of Literature in the Field	8-15
III	History of Business Education in the Junior High School	16
	Historical Development of the Junior High School	16-21
	The Early Years in Business Education	22-32
	The Changing Curriculum	33-38
	The Pre-War Era	39-42
	War-Time Problems	43-45
	Post-War Development and Modern Trends	46-50
IV	Summary and Recommendations	51-54
	BIBLIOGRAPHY	55-58

Perinckle and Gilenrist, Secondary Education for American
Commerce, p. 148. New York: Farrar and Rinehart, Inc., 1942.

CHAPTER I

INTRODUCTION

For many years the question, "Is there a place for business education in the junior high school?" has been asked and answers have been attempted by many educators. Curricula have been planned to make provision for business education almost since the first junior high school was opened. Aims and objectives of business courses have changed with the development of the junior high school. "The opening of the first junior high school in 1909 marked the beginning of the administrative reorganization of public secondary schools, . . ."¹

I. THE PROBLEM

Statement of the problem. It is the purpose of this study to determine (1) what has been done in junior high schools in the business field since its origin; and (2) whether or not the pursuance of business knowledge in junior high schools is worth while and if at all, to what extent.

Importance of the study. Junior high schools have devoted time from the school day to the study of business subjects. From 1909 to the present year there has been an

¹Wrinkle and Gilchrist, Secondary Education for American Democracy, p. 148. New York: Farrar and Rinehart, Inc., 1942.

STATEMENT
OF THE
COMMISSIONER

For many years the question, "Is there a place for business education in the Junior High School?" has been asked and answers have been suggested by many educators. Curricula have been planned to make provision for business education at one stage the first Junior High School was opened. The aim and objectives of business education have changed with the development of the Junior High School. The opening of the first Junior High School in 1905 marked the beginning of the administrative reorganization of public secondary schools.

I. THE PROBLEM

Statement of the problem. It is the purpose of this study to determine (1) what has been done in Junior High Schools in the business field since its origin; and (2) whether or not the experience of business knowledge in Junior High Schools is worth while and if at all, to what extent.

Importance of the study. Junior High Schools have developed since the school day to the study of business subjects. From 1905 to the present year there has been an

evolution taking place in the junior high school. This evolution is particularly apparent when the history of business education is reviewed.

It is important to know not only how to teach a thing but why it is being taught and if it should continue to be taught, either in the same way or in a modified version. Times change, more rapidly today than ever before, and schools and their curricula must change with them. Problems of the socio-economic world must be met and faced by the educator. These problems have been squarely met in the past and as soon as possible, changes were made. But, as is apparent in every field of endeavor, change is a gradual process and must be thought out and approved by many people.

The junior high school was the result of a need which was felt from the very end of the 19th century but which did not culminate in curriculum changes until 1909. So, too, was business education introduced into the junior high school shortly after its beginning because the need was felt. As will be shown through this study, changes in the business education offered at this level occurred when the need was felt. The need became obvious when educators asked not how to teach a subject but why they were teaching it.

This study will attempt to show what has happened in the evolution of business education in the junior high school. It will make apparent to future educators the factors involved

Digitized by the Internet Archive
in 2016 with funding from
Boston Library Consortium Member Libraries

in the changes occurring from 1909 to 1948. It may save educators in the future from mistakes made by others in the past. What is better than learning through experience? Most learning takes place through this method and if this study can prove itself to be helpful to those planning business education curricula for junior high schools, it will be worthwhile.

II. DEFINITION OF TERMS

In order to clarify all issues in this study, the following definitions will be standard throughout unless otherwise specified.

Junior high school. The junior high school is a term used, meant to construe the meaning of that institution of learning in which the grades seven through nine are segregated in a building or a portion of a building by themselves, the organization and administration of which is their own, distinct from that of the grades above and the grades below, and these grades are taught by a separate corps of teachers.

"Such schools, to fall within the classification of junior high schools, must likewise be characterized by the following:

1. A program of studies decidedly greater in scope and richness of content than that of the traditional elementary school.
2. Some pupil choice of studies, elected under supervision.
3. Departmental teaching.

is the changes occurring from 1900 to 1940. It may give
advisors in the future from statistics made by others in the
past. What is better than learning from an experienced teacher
learning takes place through this method and it is a study
can prove itself to be valuable to those planning business
education curricula for junior high schools. It will network
with

III. DEFINITION OF TERMS

In order to clarify all terms in this study, the fol-
lowing definitions will be standard throughout unless other-
wise specified.

Junior high school. The junior high school is a term
used, meant to describe the meaning of that institution of
learning in which the grades seven through nine are segregated
in a building or a portion of a building by themselves, the
orientation and administration of which is their own, distinct
from that of the grades above and the grades below, and these
grades are taught by a separate corps of teachers.

Junior schools, to help within the classification of
junior high schools, must likewise be characterized by the
following:

1. A program of studies definitely greater in
scope and richness of content than that of
the traditional elementary school.
2. Some definite choice of studies, elected under
supervision.
3. Experimental teaching.

4. Promotion by subject.
5. Provision for testing of individual aptitudes in academic, prevocational, and vocational work.
6. Some recognition of the peculiar needs of the retarded pupil of adolescent age, as well as special consideration of the super-normal.
7. Some recognition of the plan of supervised study.¹

Vocational education. This general term "vocational education" is understood to include any type of training that has for its primary objective the preparation of people to engage in any gainful occupation that is of value to society, to increase the efficiency and promotional potentialities of those already employed in such occupations, or to increase the worker's understanding of the social implications of economic activities. "With this conception in mind it is necessary to define the specific term 'commercial education' in such a way as to distinguish it from other forms of vocational education and from general education."²

Business education. A program of economic education that has to do with "the acquirement, conservation and spending of wealth"³ is education for business. It is herein used in

¹North Central Association Commission on Secondary Schools Bulletin, p. 4. March, 1919

²Frederick G. Nichols, Commercial Education in the High School, p. 43. New York: D. Appleton Century, Inc., 1933.

³Paul S. Lomax, Commercial Teaching Problems. New York: Prentice-Hall, Inc., 1928.

4. Promotion by subject.
5. Provision for testing of individual aptitudes in academic, prevocational, and vocational work.
6. Some recognition of the peculiar needs of the retarded pupil of adolescent age, as well as special consideration of the super-normal.
7. Some recognition of the plan of supervised study.¹

Vocational education. This general term "vocational

education" is understood to include any type of training that has for its primary objective the preparation of people to engage in any gainful occupation that is of value to society, to increase the efficiency and promotional possibilities of those already employed in such occupations, or to increase the worker's understanding of the social implications of economic activities. "With this conception in mind it is necessary to define the specific term 'commercial education' in such a way as to distinguish it from other forms of vocational education and from general education."²

Business education. A program of economic education

that has to do with "the acquirement, conservation and spending of wealth"³ is education for business. It is herein used in

¹North Central Association Commission on Secondary Schools Bulletin, p. 4. March, 1919

²Fredrick G. Nichols, Commercial Education in the High School, p. 45. New York: D. Appleton Century, Inc., 1933.

³Paul S. Thomas, Commercial Teaching Problems. New York: Prentice-Hall, Inc., 1933.

its most comprehensive sense because business today affects every individual in his everyday life. The education of these citizens to deal with the everyday problems of life is business education.

Commercial education. This term is a narrowing down of the term business education in that it refers to that type of training which is highly specialized. Commercial education aims at turning out skilled workers whereas business education aims at preparing every individual for better business understanding so that he may live a more economically complete life.

General education. This term is well defined when it is said that general education is recognized as any form of education which contributes to the "following desirable outcomes of high school training:

1. Health and a better appreciation of its importance and a clearer understanding of ways of acquiring and conserving it.
2. Ability to use fundamental processes in everyday life situations.
3. Ability and determination to play a worthy part as a member of a family circle.
4. Ability to perform the duties of some socially desirable occupation.
5. Understanding of the essential elements of the social organism of which the individual is a part and a determination to meet all civic responsibilities intelligently.
6. An appreciation of the fact that leisure is becoming increasingly abundant and ability

its most comprehensive sense because business today affects every individual in his everyday life. The education of these citizens to deal with the everyday problems of life is business education.

Commercial education. This term is a narrowing down

of the term business education in that it refers to that type of training which is highly specialized. Commercial education aims at turning out skilled workers whereas business education aims at preparing every individual for better business understanding so that he may live a more economically complete life.

General education. This term is well defined when it

is said that general education is recognized as any form of education which contributes to the "following desirable outcomes of high school training:

1. Health and a better appreciation of its importance and a clearer understanding of ways of securing and conserving it.
2. Ability to use fundamental processes in everyday life situations.
3. Ability and determination to play a worthy part as a member of a family circle.
4. Ability to perform the duties of some socially desirable occupation.
5. Understanding of the essential elements of the social organism of which the individual is a part and a determination to meet all civic responsibilities intelligently.
6. An appreciation of the fact that leisure is becoming increasingly abundant and ability

to put it to good use from a social point of view.

7. Clear concepts of right and wrong fortified by established habits of acting in accordance with such concepts.¹

Junior Business Training. This term is the name given to the course popularized after 1922² and used in the junior high school to provide business education aimed at giving job training to junior employees, together with secondary aims including guidance and general business information. "It is the consensus of opinion today among business educators that such a course should not give its major emphasis to its vocational value."³

Other titles used synonymously with junior business training were "elementary business training," "introductory business training," "junior business practice," "introduction to business," and other slight variations. However, content of these courses were almost identical with the better known "junior business training."

General Business. General business is the title applied to the present day outgrowth of the junior business training of a few decades ago. It has changed in many ways because

¹Nichols, op. cit., p. 226

²Ibid., Foreword, p. vi

³Vernon A. Musselman, "A Better Everyday Business Course for the Student," The Journal of Business Education, p. 21. March, 1943.

of the complete revision of aims and objectives. A summary of these objectives will more fully define the term:

1. An understanding of the fundamental business practices that so greatly affect the success of individuals in all walks of life.
2. An understanding of the relationship between business and society.
3. The acquisition of a basic background for the further study of business.
4. A better understanding of their own aptitudes, abilities and interests in the business field.¹

¹Thomas H. Briggs, Junior High School, p. 35. New York: Southwestern Publishing Company, 1941.

¹Crabbe and Salsgiver, General Business, Preface pp. iii-iv. New York: Southwestern Publishing Company, 1941.

of the complete revision of aims and objectives. A summary

of these objectives will now briefly define the term:

1. An understanding of the fundamental business practices that so greatly affect the success of individuals in our world of life.
2. An understanding of the relationship between business and society.
3. The acquisition of a basic background for the further study of business.
4. A better understanding of their own attitudes, abilities and interests in the business field.

CHAPTER II

REVIEW OF LITERATURE IN THE FIELD

Compared to histories of business education in the senior high schools, there is a scarcity of material concerning business education in the junior high schools. This, no doubt, is due to the fact that the junior high school is still in its infancy. According to C. W. Eliot, of Harvard University, the first recognized junior high school was established in Berkley, California, in 1910, although Briggs designates the time for the opening of these schools as 1909¹. Junior high schools were hardly known forty years ago, although they were in the developmental stage many years before that.

An attempt will be made to review here only that material which is closely related to the subject.

It is important first of all to realize the workings behind the junior high school development in order to more fully understand the scope of the problem.

Davis² treats the historical development of the junior high school, from the time of Comenius (1592-1670) and Rousseau (1712-1778) both of whom advocated reforms which pertain to this subject, up to 1924. This book on junior

¹Thomas H. Briggs, Junior High School, p. 33. New York: Houghton-Mifflin Company, 1920.

²Calvin Olin Davis, Junior High School Education. New York: World Book Company, 1924.

high school education is unique in that it differs in philosophy from all other authors consulted. Commercial work is treated lightly by Davis, who gives it the status of a subdivision under the field of practical arts, along with home economics, manual training and the like. He does feel, however, that try-out courses like typewriting, bookkeeping, and stenography should be available to be elected in every term of the junior high school from the 7th grade on, feeling that there is educational value in such try-out experiences.

Cox¹ takes a much more definite view on the subject of commercial education in the junior high school. He states that commercial arts should be a popular elective subject but that they have not been intelligently planned nor taught although in a few alert junior high schools as early as 1929 commercial arts activities had replaced traditional methods of teaching business and at last educators had struck upon a worth-while method of teaching business for everyday life. It is interesting to note here that between the years of 1924 to 1929 the vocational training attitude is gradually replaced by a pre-vocational, guidance objective. This is the first place in the history that the modern movement shows traces of its roots. Every authority consulted devotes much space to reveal this trend in objectives. Cox covers quite thoroughly the curriculum of the junior high school up to 1929.

¹Philip W. L. Cox, The Junior High School and its Curriculum, Boston: Charles Scribner's Sons, 1929.

In 1927 that the need of reorganization was being felt is shown in Spaulding's¹ study when he says, "The need for a new type of organization is, however, clearly evident."² Spaulding was interested primarily in the small junior high school when he went on to say, "It is only to some plan as yet apparently undeveloped that we may look for possibilities in the small junior high school beyond those of mere compromise."³

Further curriculum practices, but only those including the years up to 1924 were valuable to note in Glass'⁴ study under the University of Chicago. His study included not only the junior high school but the two grades, five and six, preceding the junior high education. For the purpose of study and comparison he chose fourteen municipal systems which served to make a comparison of curriculum practices.

When Koos⁵ says, "In commercial work there should be enough to also provide the foundations for serious vocational education,"⁶ it is quite evident that Koos is of the early era.

¹Francis T. Spaulding, The Small Junior High School. Cambridge: Harvard University Press, 1927.

²Ibid., p. 210

³Loc. Cit.

⁴James M. Glass, Curriculum Practices in the Junior High School and Grades 5 and 6. Chicago: The University of Chicago Press, 1924.

⁵Leonard V. Koos, The Junior High School. New York: Harcourt, Brace and Howe, Inc., 1920.

⁶Ibid., p. 140.

In addition to this statement he makes known, however, that he believes this vocational work in the commercial course should be limited to the needs of the community but he feels that these vocational courses fill the needs of pupil guidance.

Subjects suggested by Koos to fill these aims are penmanship, commercial arithmetic, spelling, bookkeeping, typewriting, and shorthand.

Touton and Struthers¹ present a chapter on "Commercial Subjects in the Junior High School" which, up to the time of the printing of the book, 1926, contains a complete outline of the courses of study in each subject in the commercial field in the junior high school.

The placement of the several courses in the curriculum, the time devoted to each, along with the objectives, content, and teaching methods of each course, are set down in connection with the discussions of penmanship, business arithmetic, typing, stenography, and bookkeeping.²

Lyon³ in 1932 makes it clear that the report on which the final opinions for elimination of vocational training in junior high schools was based was "A Survey of Junior Commercial Occupations."⁴ This report showed the futility of

¹Frank Charles Touton and Alice Struthers Ball, Junior-High-School Procedure. Boston: Ginn and Company.

²Ibid., p. 413.

³Leverett S. Lyon, Education for Business, Third Edition. Chicago: University of Chicago Press, 1932.

⁴Prepared for the Federal Board for Vocational Education under the direction of Frederick G. Nichols.

typical high school commercial training subjects for so young a group as is found in the junior high school. A report which was published by a committee of the Department of Superintendence of the National Education Association entitled The Junior Commerce Curriculum was instrumental in bringing about the change by endorsing ideas and giving them the backing of such an organization. Their recommendations included the following:

1. The commercial subjects should be organized and taught so as to contribute as fully as possible to the broad, general objectives of the junior high school.
2. The committee recommends that as rapidly as possible the entire commerce curriculum of the junior high school be fused or unified into a general junior business training course and that such a course supersede the present conglomerate of separate commercial subjects.
3. This course should be at least three, or preferably four semesters in length, beginning with the eighth grade and extending through the ninth grade.
4. The introduction of any commercial subjects in the seventh grade is not recommended except in connection with, and as a part of, the regular basic subjects of this grade.
5. The junior business training course should be required of all pupils in the eighth grade as a general and exploratory subject.
6. There should be only two commercial courses in the ninth grade--normally the junior business training course and two semesters of type-writing. These should be elective.
7. The courses in the ninth grade should be planned both for drop-outs and to give preparation to the group which will continue the commercial course in the senior high school.
8. Stenography and bookkeeping should be deferred

to the senior high school.

9. These general recommendations should apply with equal force to small as well as large junior high schools.¹

Magazines

Musselman² in 1943 brings to the fore the current trends when he stated that objectives are viewed differently by different people and that the emphasis on them varies. "The objectives generally held for the course in everyday business are: information, exploration, guidance, foundational, personal use, and precise practice. . . ."³

The current trend of the early 40's was indicated when Musselman explained a one-year course in the ninth grade of his University training school.

We are teaching a one-year course in the ninth grade of the University training school in a manner which I believe accomplishes the purposes generally claimed for a course in general business. We spend from fifteen to eighteen weeks on typewriting, twelve to fifteen weeks on a study of the business problems in which the students now engage, and five or six weeks in the study of a project practice set. . . .

On the first day of our study of general business problems, a list of thirty-six problems or units is submitted to the class and they are asked to select only those problems in which they, as ninth grade

¹The Junior Commerce Curriculum, A report published by a committee of the Department of Superintendence of the National Education Association. 1928.

²Vernon A. Musselman, "A Better Everyday Business Course for the Student," The Journal of Business Education, p. 21. March, 1943.

³Loc. Cit.

pupils, now engage. Such units as life insurance and the selection, renting and purchasing of a home are purposely omitted from the ninth grade course. . . .¹

Wartime brought about problems in the business field of the junior high school and this is carefully brought out in Lovell's² article. The difficulty of education in every school during wartime is discussed by her. She says, "Wartime demands and labor needs are again bringing us face to face with the problem of the child who enters business life at the junior high school level or soon thereafter."³ Because of these wartime demands, once again the vocational aim needed to be stressed and is pointed out when it is recommended in this article to "keep in mind that business courses are intended to train the student in clerical and vocational fields."⁴

Alteiri's⁵ outstanding contribution in her article is the three-fold aim stated as follows:

1. To serve as a foundation course for the more advanced business courses.
2. To serve as an exploratory course to determine the abilities and interests of the student-- in short, a medium for educational guidance.

¹Loc. Cit.

²Mrs. Amber Lovell, "Wartime and Problems of the Junior High School Business Field," Balance Sheet, p. 57. October 1944.

³Loc. Cit.

⁴Loc. Cit.

⁵Virginia F. Alteiri, "Business Education in the Junior High School," Journal of Business Education, p. 19. February, 1945.

3. To serve as a means of acquainting all pupils (academic as well as business) with essentials of business information and attitudes, and those consumer-business understandings and skills needed by intelligent people in all walks of life.¹

Tonne² in his article reflects on the trends of junior business training in 1945. Wartime influences are noticeable in his questioning of what is happening to junior business training.

The co-author of one of the best sellers in the general business field of today, Salsgiver,³ in 1947 analyzed the reasons why general business is being taught.

Since 1940, however, it has become increasingly apparent to curriculum makers that a study of business activities in relation to our personal and social welfare is an important aspect of general education. The interdependency that exists between our business activities and our political and social problems is apparent to any thoughtful person. All of us as citizens--young and old alike--depend on manufacturing, farming, transportation, wholesaling, retailing, banking, and other types of business activities to supply our wants. Workers in all occupational groups derive their incomes either directly or indirectly from sources that may be traced to wealth produced by business operations. The health and welfare of many may be sacrificed to the will of a few as a result of serious industrial disputes. Whether we act in the capacity of producers, distributors, or consumers of goods or services, therefore, we all need to understand and appreciate how business operations influence our personal and social welfare.

¹Loc. Cit.

²Herbert A. Tonne, "What is Happening to Junior Business Training?" Journal of Business Education. November, 1945.

³Paul L. Salsgiver, "Why Teach General Business?" Balance Sheet, p. 251. February, 1947.

CHAPTER III

HISTORY OF BUSINESS EDUCATION IN THE JUNIOR HIGH SCHOOL

"There is only one subject matter for education and that is Life in all its manifestations"--Educational Policies Commission.

This quotation applies to business as much as it does to any other subject in our educational curricula. It is the objective uppermost in the minds of educators and has been since the introduction of the Junior High School.

Historical Development of the Junior High School. The junior high school is the final development of philosophies of education which found their beginnings centuries ago.

"To Comenius may perhaps be attributed the first formulation of a plan of school organization based upon the six-year unit."¹

Comenius, born in 1592, developed the following plan:

1. The Infant School ("School of the Mother's Knee"), including the years one to six.
2. The Vernacular School (for pupils with a limited school career before them), including the years seven to twelve.
3. The Gymnasium (for pupils preparing for the University), including the years thirteen to eighteen.
4. The University (affording opportunities for liberal culture), including the years nineteen to twenty-four.
5. The College of Light (providing facilities for

¹Calvin O. Davis, Junior High School Education, p. 15. New York: World Book Company, 1924.

scientific investigation and professional training), including the years twenty-five to thirty.¹

Individualness and naturalness of pupil development show the influence of Rousseau (1712-1778).

The Boston English Classical School was established in 1821. Many of the principles which underlie the junior high school of today were found among the principles of this school. In order to prepare boys who had had the previous training of a five-, six-, or seven-year elementary course for the places that they might take in the business world at their ages, which averaged fifteen or sixteen years, this Boston school provided a three-year course designed not for college preparation as most courses were designed at this time, but for business preparation. In order to enroll in this school a boy was required to be twelve years of age. This trend shows a similar grade group development to that found in the junior high plan of today. The school required as a basis for admission an elementary course of not less than eight years and offered a three-year training from the ages of twelve to fifteen. Another similarity to the junior high school was that it was complete in itself and was founded because of the needs of the community.²

The need for reform in the educational system of the

¹Loc. Cit.

²Ibid., p. 16.

15850

RECEIVED

EFFICIENCY BOND

THE UNITED STATES OF AMERICA

DEPARTMENT OF THE INTERIOR

BUREAU OF LAND MANAGEMENT

WASHINGTON, D. C. 20250

OFFICE OF THE ASSISTANT SECRETARY

FOR LAND MANAGEMENT

WASHINGTON, D. C. 20250

TELEPHONE (202) 733-6000

TELETYPE (202) 733-6000

FAX (202) 733-6000

INTERNET WWW.BLM.GOV

MAILING ADDRESS

BLM, P.O. BOX 25080

WASHINGTON, D. C. 20250

ATTENTION: DIRECTOR

TELEPHONE (202) 733-6000

TELETYPE (202) 733-6000

FAX (202) 733-6000

INTERNET WWW.BLM.GOV

MAILING ADDRESS

BLM, P.O. BOX 25080

WASHINGTON, D. C. 20250

ATTENTION: DIRECTOR

United States made itself most apparent when it presented itself in the form of recommendations made by the widely influential Report of the Committee of Ten on Secondary School Studies. The chief emphasis of this report bore upon the reorganization within the conventional four-year high school; but with the leader this committee had it was inevitable that the years below the high school level would not escape study. Charles W. Eliot¹ had for some years been urging the shortening and enrichment of school programs. In direct correlation with this is an excerpt from the Report of the Committee of Ten²:

In preparing these programs, the committee were perfectly aware that it is impossible to make a satisfactory secondary-school program, limited to a period of four years, and founded on the present elementary-school subjects and methods. In the opinion of the committee, several subjects now reserved for high schools--such as algebra, geometry, natural science, and foreign languages--should be begun earlier than now, and therefore within the schools classified as elementary; or, as an alternative, the secondary-school period should be made to begin two years earlier than at present, leaving six years instead of eight for the elementary-school period.

Following this report of the Committee of Ten, there was a Report of the Committee on College Entrance Requirements³ which dealt even more thoroughly with the grades below the

¹Former President of Harvard University

²Report of the Committee of Ten on Secondary School Studies, 1893. Published in Washington, D. C.

³Report of the Committee on College Entrance Requirements, 1899. Published in Washington, D. C.

United States made itself most apparent when it presented itself in the form of recommendations made by the widely influential Report of the Committee of Ten on Secondary School Studies. The entire emphasis of this report bore upon the reorganization within the conventional four-year high school but with the feeling this committee had it was inevitable that the years below the high school level would not escape study. Charles W. Eliot had for some years been urging the reorganization and enrichment of school programs. In direct correlation with this is an excerpt from the Report of the Committee of Ten:

In preparing these programs, the committee were particularly aware that it is impossible to make a satisfactory secondary-school program limited to a period of four years, and founded on the present elementary-school subjects and methods. In the opinion of the committee, several subjects now reserved for high schools--such as algebra, geometry, natural science, and foreign languages--should be begun earlier than now, and therefore within the schools classified as elementary; or, as an alternative, the secondary-school period should be made to begin two years earlier than at present, leaving six years instead of eight for the elementary-school period.

Following this report of the Committee of Ten, there was a Report of the Committee on College Entrance Requirements which dealt even more thoroughly with the grades below the

1. Former President of Harvard University

2. Report of the Committee of Ten on Secondary School Studies, 1893, published in Washington, D. C.
3. Report of the Committee on College Entrance Requirements, 1895, published in Washington, D. C.

ninth and which took a stand in favor of a "unified six-year high-school course of study beginning with seventh grade."¹ They found that the work of the seventh and eighth grades "must be enriched by eliminating non-essentials and adding new subjects formerly taught only in the high school."² They further stated "that the seventh grade, rather than the ninth, is the natural turning point in the child's life, as the age of adolescence demands new methods and wiser direction."³ They were aware of the high student mortality due to the fundamental differences of organization in the elementary school and in the high school, and they felt that the transition from one to the other "might be made more natural and easy by changing gradually from the one-teacher regimen to the system of special teachers. . . ."⁴ This was suggested to avoid "the violent shock now commonly felt on entering the high school."⁵

Finally, the last influential report affecting the development of junior high schools came in 1913 when the Committee on the Economy of Time in Education⁶ reported. This committee renewed the emphases of the two committees before mentioned.

¹Loc. Cit.

²Loc. Cit.

³Loc. Cit.

⁴Loc. Cit.

⁵Loc. Cit.

⁶Report of Committee on the Economy of Time in Education, 1913.

high and which took a stand in favor of a "graded six-year high-school course of study beginning with seventh grade." They found that the work of the seventh and eighth grades "must be enriched by eliminating non-essentials and adding new subjects formerly taught only in the high school." They further stated "that the seventh grade, rather than the eighth, is the natural turning point in the child's life, as the age of adolescence demands new methods and wider direction." They were aware of the high student mortality due to the fundamental differences of organization in the elementary school and in the high school, and they felt that the transition from one to the other "might be made more natural and easy by changing gradually from the one-teacher regimen to the system of special teachers. . . ." This was suggested to avoid "the violent shock now commonly felt on entering the high school."

Finally, the last influential report affecting the development of junior high schools came in 1913 when the Committee on the Economy of Time in Education reported. This committee renewed the emphasis of the two committees before mentioned.

- 1. Soc. Sci.
- 2. Soc. Sci.
- 3. Soc. Sci.
- 4. Soc. Sci.
- 5. Soc. Sci.

Already the influence of the previous two reports was being felt by educational systems. Junior high schools in various forms were already in evidence. This 1913 report was the factor which caused wide-spread development of the movement, however, when the following recommendations were made known:

1. A junior high school of three years extending from the twelfth to the fifteenth year; and
2. a senior high school, also of three years, covering the period from the fifteenth to the eighteenth year.

It further stated that "A three-year junior high school will assure a larger number of citizens possessing some cultural training of secondary-school grade than a six-year high school."¹

This report gave further evidence of economy of time through reorganization and the recommendation of provision for vocational training beginning at 12, 15, or 16, 18, and 20. The committee felt that at the end of the seventh grade pupils are beginning to discover the interests and limitations which indicate adaptability and abilities in specific types of training and careers. The reorganization suggested included shortening of the period of the elementary education and general education which would provide for those who were entering vocations at the age of 16. Previous to this time most thought was given to those who were entering the professions. The retention of pupils beyond the elementary

¹Loc. Cit.

Already the influence of the previous two reports was being felt by educational systems. Junior high schools in various forms were already in evidence. This 1913 report was the factor which caused widespread development of the movement, however, when the following recommendations were made known:

1. A junior high school of three years extending from the twelfth to the fifteenth year; and
2. A senior high school, also of three years, covering the period from the fifteenth to the eighteenth year.

It further stated that "A three-year junior high school will assure a larger number of citizens possessing some cultural training of secondary-school grade than a six-year high school."

This report gave further evidence of economy of time through reorganization and the recommendation of provision for vocational training beginning at 12, 13, or 14, and 15. The committee felt that at the end of the seventh grade pupils are beginning to discover the interests and limitations which indicate adaptability and abilities in specific types of training and careers. The reorganization suggested included shortening of the period of the elementary education and general education which would provide for those who were entering vocations at the age of 16. Previous to this time most thought was given to those who were entering the professions. The retention of pupils beyond the elementary

level was an aim in offering the practical studies. Through retaining these pupils in the junior high school program the citizens in the making would be put "in possession of some cultural training of secondary-school grade, . . ."¹ This was felt to be a stride in democratizing the school system.

The forces just mentioned influenced the movement and are responsible for the reorganization that followed.

The junior high school had taken a prominent place in the field of education. Textbooks began to appear to meet the needs of this new level of education, conventions of educators recognized junior high schools and made them an important subject on the agenda, educational periodicals devoted much space to them, departments of education in colleges and universities offered courses concerned exclusively with them and legislatures have and still are enacting laws to benefit them. Their influence has been and is being felt.

¹Leonard V. Koos, The Junior High School, p. 47. New York: Harcourt, Brace and Howe, Inc., 1920.

level was an aim in offering the practical studies. Through
retaining these pupils in the junior high school program
the citizens in the nation would be put "in possession of
some cultural training of secondary-school grade. . . ."¹
This was felt to be a stride in democratizing the school
system.

The forces just mentioned influenced the movement and
are responsible for the reorganization that followed.

The junior high school had taken a prominent place in
the field of education. Textbooks began to appear to meet
the needs of this new level of education, conventions of
educators recognized junior high schools and made them an
important subject on the agenda, educational periodicals
devoted much space to them, departments of education in
colleges and universities offered courses concerned exclu-
sively with them and legislatures have and still are enacting
laws to benefit them. Their influence has been and is being
felt.

¹ Leonard V. Koss, The Junior High School, p. 47, New York:
Macmillan, Bruce and Howe, Inc., 1920.

The Early Years in Business Education in Junior High Schools. 1909-1922.

Not long after the introduction of junior high schools it became evident that courses in commercial work were needed at this age level. This was the time when people graduating from the eighth grade were considered educated people and those graduating from high schools were for the most part considered eligible even to teach school. Those pupils graduating from the eighth grade immediately sought employment, so vocational training took its place in the junior high school. In the beginning of the development of the junior high school, such subjects as shorthand, type-writing, bookkeeping and other skill subjects were transplanted from the senior high school to the junior high school curriculum to give to the pupils the necessary vocational business training and exploratory experiences in business that it was felt necessary for them to have at this age level. The drop-out rate at the end of the ninth grade was high. Educators considered the technical skill subjects, together with penmanship and arithmetic, appropriate junior high school curriculum offerings because a great many of the pupils left school and secured jobs upon completion of the ninth grade.¹

¹Paul A. Salsgiver, "Why Teach General Business?" Balance Sheet, p. 251. February, 1947.

Schools, 1909-1932.

Not long after the introduction of junior high schools

it became evident that courses in commercial work were

needed at this age level. This was the time when people

graduating from the eighth grade were considered educated

people and those graduating from high schools were for the

most part considered eligible even to teach school. Those

people graduating from the eighth grade immediately sought

employment, so vocational training took its place in the

junior high school. In the beginning of the development

of the junior high school, such subjects as shorthand, type-

writing, bookkeeping and other skill subjects were trans-

ferred from the senior high school to the junior high school

curriculum to give to the pupils the necessary vocational

business training and exploratory experience in business

that it was felt necessary for them to have at this age

level. The drop-out rate at the end of the ninth grade was

high. Therefore considered the technical skill subjects,

together with penmanship and arithmetic, appropriate junior

high school curriculum offerings because a great many of the

pupils left school and secured jobs upon completion of the

ninth grade.

At this time there were in general three courses offered in the curriculum:

General Course

For the following groups of pupils:

1. Those entering high school and pursuing the
 - a. classical course
 - b. scientific course
2. Those desiring to enter post-secondary schools
3. Those planning on a professional career

Commercial Course

For the following groups of pupils:

1. Those desiring to qualify for one of these positions:
 - a. commercial or business world
 - b. clerical service
 - c. typewriting
 - d. stenography
 - e. bookkeeping
 - f. selling trades

It was felt that further training in high school could be pursued with profit.

Vocational course

For the following groups of pupils:

1. Those who wish to study manufacturing
2. Those who wish to study mechanical trades and professions.

At this time there were in general three courses offered

in the curriculum:

General Course

For the following groups of pupils:

1. Those entering high school and pursuing the
 - a. classical course
 - b. scientific course
2. Those desiring to enter post-secondary schools
3. Those planning on a professional career

Commercial Course

For the following groups of pupils:

1. Those desiring to qualify for one of these

positions:

- a. commercial or business world
- b. clerical service
- c. typewriting
- d. stenography
- e. bookkeeping
- f. selling trades

It was felt that further training in high school could

be pursued with profit.

Vocational course

For the following groups of pupils:

1. Those who wish to study manufacturing
2. Those who wish to study mechanical trades

and professions.

3. Those with a limited amount of time for study and do not plan on higher education.

Listed as the commercial work in the junior high school at this time are the following:

Penmanship	7,8,9
Bookkeeping	7,8,9
Business Arithmetic	8,9
Typewriting	7,8,9
Shorthand	8,9
Commercial Geography-	9
Commercial History	9
Clerical Work for School	7,8,9 ¹

Koos states that junior high schools are not performing their functions as such unless they are making some offering of commercial work. This work, however, should be in keeping with the needs of the community. The amounts offered, nevertheless, should provide at least enough for exploration.

The vocational aim is basic in the curriculum at this stage. The vocational training was merely a high school experience on a junior level. The purposes of the courses were to train for the job.

Textbook writers had not caught up with the movement as yet and educators used high school texts which were not doing the job they should have been doing in junior high school.

¹Leonard V. Koos, The Junior High School. pp. 102, 103, 113. New York: Harcourt, Brace and Howe, inc., 1920.

3. Those with a limited amount of time for study and do not plan on higher education. Listed as the commercial work in the Junior high school

at this time as follows:

Penmanship	7,8,9
Bookkeeping	7,8,9
Business Arithmetic	8,9
Typewriting	7,8,9
Shorthand	8,9
Commercial Geography	9
Commercial History	9
Classical work for school	7,8,9

Koss states that Junior high schools are not performing their functions as such unless they are making some offering of commercial work. This work, however, should be in keeping with the needs of the community. The schools offered, nevertheless, should provide at least enough for exploration. The vocational aim is basic in the curriculum at this stage. The vocational training was merely a high school experience on a Junior level. The purposes of the courses were to train for the job.

Textbook writers had not caught up with the movement as yet and educators used high school texts which were not doing the job they should have been doing in Junior high school.

1. Leonard V. Koss, *The Junior High School*, pp. 102, 103, 112. New York: Harcourt, Brace and Howe, Inc., 1920.

During the years a few were written for the junior high school level but they were merely slight modifications of the senior high school texts. Students who were 12 to 16 years of age were being trained for the jobs of typist, stenographer, bookkeeper, clerical worker and general office worker.

Organized as these courses were for the use of vocational training, they served badly the purposes of try-out and exploration. Leading educators of the times were in agreement with Koos' statement, "The training in the practical arts may help toward vocation finding."¹ It was not long before the fallacy of these ideas was discovered. Reaction to this discovery is found in the next period and will be treated in this history.

In 1919 the National Education Association made a report which showed the first traces of the junior high school business education being recognized by them. Previous reports to this date showed no mention of the junior high school business curriculum. This 1919 report was in the form of a report called "Business Education in Secondary Schools." It was published by the Bureau of Education. The introductory pages reflect a dissatisfaction with commercial work as it was being carried on and a desire to more closely integrate the work so that it would serve a definite purpose. Excerpts are

¹Ibid., p. 145.

During the years a few were written for the Junior high school level but they were merely slight modifications of the senior high school texts. Students who were 15 to 16 years of age were being trained for the jobs of typist, stenographer, bookkeeper, clerical worker and general office worker. Organized as these courses were for the use of vocational training, they served badly the purposes of try-out and exploration. Leading educators of the times were in agreement with Ross' statement, "The training in the practical arts may help toward vocational training." It was not long before the fallacy of these ideas was discovered. Reaction to this discovery is found in the next period and will be treated in this history.

In 1919 the National Education Association made a report which showed the first traces of the Junior high school dualness education being recognized by them. Previous reports to this date showed no mention of the Junior high school dualness curriculum. This 1919 report was in the form of a report called "Business Education in Secondary Schools." It was published by the Bureau of Education. The introductory pages reflect a dissatisfaction with commercial work as it was being carried on and a desire to more closely integrate the work so that it would serve a definite purpose. Excerpts are

here included from the report because the status of early business education in junior high schools is made more definite because of the curriculum outlined:

In a general way, commercial education up to the present has attempted to meet four distinct needs:

First, and the most definite of these, is the training of stenographers; and second, is the training of bookkeepers and clerks for general office work. These two functions have heretofore been regarded as the full obligation of commercial education.

Third, the need that business education has recently undertaken to meet, is the training for secretarial work of those who have had a broader fundamental education and who wish a more responsible position than to be merely stenographers. Stenography and typewriting are made elements in the training of secretaries, but to these are added numerous other professional studies, such as economics, commercial correspondence, business customs, and business law.

Fourth, the need that commercial education now seeks to supply is the demand for salesmen. This involves not only a training in the principles of salesmanship, meeting the public, making a sale, etc., but also a broader training in business, knowledge of merchandise, and the cultivation of taste.

This report further brought out the necessity of business education having a much wider and broader purpose than the mere training of workers for offices. As early as 1919 it was recognized that business education should deal with aspects of life such as, "service in the community, participation in social life, and knowledge of, and ability to adapt

have included from the report because the status of early business education in junior high schools is made more definite because of the curriculum outlined:

In a general way, commercial education up to the present has attempted to meet four distinct needs:

First, and the most definite of these, is the training of stenographers; and second, is the training of bookkeepers and clerks for general office work. These two functions have heretofore been regarded as the full obligation of commercial education.

Third, the need that business education has recently undertaken to meet, is the training for secretarial work of those who have had a broader fundamental education and who wish a more responsible position than to be merely stenographers. Stenography and typewriting are made elements in the training of secretaries, but to these are added numerous other professional studies, such as economics, commercial correspondence, business customs, and business law.

Fourth, the need that commercial education now seeks to supply is the demand for salesmen. This involves not only a training in the principles of salesmanship, meeting the public, making a sale, etc., but also a broader training in business, knowledge of merchandise, and the cultivation of taste.

This report further brought out the necessity of business education having a much wider and broader purpose than the mere training of workers for offices. As early as 1919 it was recognized that business education should deal with aspects of life such as, "service in the community, participation in social life, and knowledge of, and ability to adapt

one's self to, business as a whole."¹ These social aspects of education were beginning to be felt as important as the actual training itself. Only by the necessary social training can one fit himself for the better positions in life.

It is noticeable that an awakening was taking place as early as 1919 that business education offered at that time was not sufficient nor was it suitably adapted for the socio-economic living of the day.

A revised curriculum was put forth in the report entitled, Business Education in Secondary Schools, published by the National Education Association. A sampling follows:

Seventh year

1. Subjects should be of a basic nature for all pupils.
2. Subjects should include:
 - a. English
 - b. Geography
 - c. History
 - d. Arithmetic
 - e. Physiology and Hygiene
 - f. Penmanship
 - g. Physical education
 - h. Household or Industrial Arts
 - i. Drawing
 - j. Music

¹Business Education in Secondary Schools, Bulletin, No. 55 National Education Association, 1919.

3. It is suggested some try-out projects be designed for guidance purposes.

4. Specializing is out of place in this year.

Eighth year

1. Specialization begins in this year with the following:

- a. English (half practical English with emphasis on simple business English and letter forms)
- b. United States History
- c. Household or Industrial Arts
- d. Business Arithmetic
- e. Elementary Industrial and Commercial Geography
- f. First Lessons in Business (including short daily drills in business writing)

Ninth year

1. The following subjects are suggested in the revised curriculum:

- a. English
- b. Community Civics
- c. General Science
- d. Commercial mathematics
- e. Elementary Bookkeeping
- f. Business forms and Business Writing
- g. Typewriting

2. Shorthand is deferred to the senior high school elective group.¹

¹Loc. Cit.

Proposals of the Federal Board for Vocational Education, a supplement to the National Education Association report and in which the unit plan was set forth at length by Mr. Frederick G. Nichols¹, result in modifications of the curriculum.

The seventh year is the place to lay the commercial course foundation although no special vocational training for boys and girls of this school age is advocated. Because it was felt that the beginnings of the business curriculum are laid in the seventh year, included in the suggestions is an outline for a seventh year course. However, no highly specialized commercial beginnings are found in it.

It was recognized that boys and girls sometimes left school at the end of even the eighth grade either for securing employment or because of dislike of school or other reasons. Therefore, a realization of the employment open to such drop-outs was necessary. Employment available was noted to include: check and cash messenger, bundle clerk, shipping clerk, stock clerk, general clerical assistant, mail clerk, mimeograph operator, etc.

Only the variations of the curriculum from the one just given are discussed here.

¹Federal Board for Vocational Education Bulletin No. 34, Commercial Education Organization and Administration (1919).

Seventh year

The course outlined was almost exactly like the previous one reported on except for the dropping of the title, Penmanship, for the substitution of Business Writing. What was included in either course is a debatable question. In all probability, however, they, too, were similar.

Eighth year

This varies to such a degree as to warrant the listing of specific subjects suggested.

1. English
2. Business arithmetic (including rapid calculation)
3. Business writing
4. Commercial Geography (elementary character)
5. History and Citizenship
6. Typewriting
7. First Lessons in Business
8. Manual training (boys)
9. Domestic arts (girls)
10. Physical training

Ninth year

Herein, the course known as Civics is dropped and physical training is added. All other subjects are similar in character.

It is pointed out that the ninth grade graduate will have more advanced training than the eighth grade pupil with the

result that better opportunities will await him. Further on the subject of retention of pupils in school is the point made that it is necessary for the teacher to make school such an interesting place that the pupil will wish to remain in school.

The organization of this course makes it possible for a pupil at the end of the ninth grade to cross over to any other field of endeavor other than business but "This is purely incidental, however, and has not influenced the organization of the course in any degree."¹

The need for a change in the curriculum became more apparent after a survey of commercial occupations that were open to students of junior high school age was completed. This survey indicated that only 2 per cent of the students of this age level obtained employment in stenographic positions and less than 1 per cent were employed as book-keepers.²

Furthermore, it now was plain that the field of

¹Commercial Education, pp. 17-29. National Society for Vocational Education, April, 1919; and Commercial Education, pp. 17-21. Federal Board for Vocational Education, Bulletin 34, June, 1919. The courses outlined are practically identical in both instances. The idea behind the course is expressed more fully in the first source.

²Frederick G. Nichols, A Survey of Junior Commercial Occupations, Bulletin 54. (Washington, D. C., Federal Board for Vocational Education, 1918).

Paul L. Seligson, "Why Teach General Business?" Balance 1947, p. 231. February, 1947.

employment was open to those of the youth who were trained to fill junior clerical positions.

When it became apparent that bookkeeping, shorthand, and typewriting were not suitable either for vocational training or for vocational guidance purposes on the junior high school level, an attempt was made to reorganize the curriculum so as to contribute more directly to these aims.¹

In the intervening years the fallacy of the previous aim of business education in junior high schools, which was vocational, primarily, was realized by educators and a revision of all curricula in junior high schools began to take shape.

Not many know in the beginning years of this period that the traditional commercial curriculum, including bookkeeping, shorthand, and typewriting, was no longer acceptable. Gradually, however, that vocational guidance, combined with consumer information about business through junior business training, was the best objective for junior high school business education, became to be realized. Eventually, junior business training was considered an essential subject for all junior high school pupils.

Business education was being eliminated for the most part in the seventh grade but was retained in the eighth and ninth grades. A very definite distinction between the junior period and the senior period of business education is made by Nichols.² It is necessary at this point to contrast

¹Paul L. Salsgiver, "Why Teach General Business?" Balance Sheet, p. 251. February, 1947.

The Changing Curriculum. 1922-1930

"Junior business training was virtually an unknown subject in high schools reporting in 1922, but in 1928 it was studied by approximately three of every hundred pupils enrolled."¹

In the intervening years the fallacy of the previous aims of business education in junior high schools, which was vocational, primarily, was realized by educators and a revision of all curricula in junior high schools began to take shape.

Not many knew in the beginning years of this period that the traditional commercial curriculum, including book-keeping, shorthand, and typewriting, was no longer acceptable. Gradually, however, that vocational guidance, combined with consumer information about business through junior business training, was the best objective for junior high school business education, became to be realized. Eventually, junior business training was considered an essential subject for all junior high school pupils.

Business education was being eliminated for the most part in the seventh grade but was retained in the eighth and ninth grades. A very definite distinction between the junior period and the senior period of business education is made by Nichols.² It is necessary at this point to contrast

¹Frederick G. Nichols, Commercial Education in the High School, Foreword, p. vi. New York: D. Appleton-Century Company, Inc.

²Ibid., pp. 275-319.

this philosophy with the beginnings of business education in junior high schools. The senior commercial courses were lifted in their entirety into the junior high school. Now the junior business training course, an innovation, was something apart from the vocational commercial courses previously taught.

Educators looked at the situation with the viewpoint that pupils at the junior high school level were at the age where they must acquaint themselves with the various fields available to them so as to choose the one for which they were best suited. No definite choice must be made at this level; but the courses, particularly in the eighth grade, must give a variety of experiences which will benefit the pupil from the guidance viewpoint, and perhaps give the pupil usable training, if not for vocational use, then for personal use.

Although junior business training was the innovation of this era, the commercial curriculum retained some of its early aspects. The primary aims of the subjects offered in the junior high school were to provide prevocational experiences, so that pupils would have a better understanding of ways in which business was conducted, and to develop some elementary business skills for those who would fill nontechnical business positions without the opportunity of further secondary education.

Typical of subjects offered in the junior high school

business education curriculum in this period were penmanship, business arithmetic, typewriting, stenography, and book-keeping.

Penmanship was taught because of its use in business as well as in personal life. The ability to write legibly and rapidly to record either an experience or a transaction in everyday life or in business was seen to be extremely important. Although the typewriter at this time had attained widespread use, the handwriting of business letters in small firms was still in use. Therefore, penmanship seemed to be in a position of prime importance. Certain definite standards were set up by many schools in the course which included a minimum of legible letters written in a certain number of minutes, the use of a legible, uniform letter and figure, and the appreciation of the importance of good writing. Later in the junior high school years, remedial courses in writing were offered to iron out difficulties of those pupils not attaining previous standards of good penmanship.

Business arithmetic was offered in either the eighth or ninth grade and included increased accuracy and speed in the fundamental operations of arithmetic used in conjunction with knowledge attained in the course of the way in which business is conducted. Transactions incorporating business with a bank, the post office, transportation companies, department stores, commission merchants, factories, and the

like were the basis of the course.

Typewriting was commonly included in the junior high school curriculum for ten or twenty weeks. It was apparently and quite generally a required subject for all pupils because it appeared to be important as a prevocational contact. Additional work in typewriting was offered to those pupils who had decided upon business as a major vocational interest, and the development of certain skills was stressed in the advanced course.

The touch system was used and objectives included the ability to use the touch system, use the typewriter for personal letters, notes, themes, and papers, to write a letter of application, an order letter, or an ordinary business letter in acceptable form, and finally to arrange material in an attractive manner on a page.

It was realized that lesser standards should be set for accuracy and speed for these younger pupils than for the senior high school pupils.

Limited stenography was offered in schools at this time, it being offered only where it seemed profitable for pupils to have it. As a prevocational or experience course it was not recommended, but it was offered to those who knew they must of necessity leave school at the end of the junior high school to seek employment. This junior high school training in stenography would at least allow them to take a small

amount of dictation. A stress was laid upon the English phase of stenography with much time devoted to spelling, and business letter form, as well as shorthand transcription and filing.

It appears that a great deal was aimed at for such a young group of pupils to be taught in one year, even though only a select group of pupils took the course.

The way business was transacted and the science of debits and credits was taught in the bookkeeping course in the junior high school. The complete bookkeeping cycle was covered in three semesters together with partnership accounts and the procedure in handling commercial drafts, trade acceptances, bills of lading, and merchandise accounts.

This business curriculum is modified to a great extent from the preceding era, but the content is overwhelming in its entirety. Too much was taught (or said to be taught) in so little time with such young pupils. It was inevitable that a revision and reconstruction of the curriculum occurred.

Apparent in the survey of the courses of study used in many schools, found in many educational reports at this time, is the fact that a great deal of overlapping took place. Constantly it is repeated that it is necessary for pupils to have "a knowledge of the way in which modern business is conducted."¹ Therefore, the same information, that is, the

¹Touton, Frank C. and Struthers, Alice B., Junior-High-School Procedure, p. 454. Boston: Ginn and Company, 1926.

way business is conducted, was included in the course of study for typewriting, bookkeeping, business arithmetic, and stenography. Junior business training was introduced here to eliminate the duplication of the general business information imparted to so many classes. Early in the period the following statement was made which is characteristic of the course in its early stages: "At present these courses are in the experimental stage; their content is not as yet well outlined, and common agreement seems not to have been reached as to the specific objectives of the course."¹

The junior business training was aimed at a general survey of the business field. There seemed to be little justification now for highly specialized courses in business education in the seventh and eighth grades. Typewriting was the one specialized course which retained its popularity from the beginning. Ninth grade became the ground for the vocational courses.

In 1930, New York State published a syllabus entitled, "Introduction to Business," which was introduced to the high schools of that state and was a well integrated plan, dealing particularly with the functions of business. It had an important influence on the development of our present day courses in general business.

¹Loc. Cit.

The Pre-War Era. 1930-1941.

The economic status of the world which went through its worst depression in history during these years exerted a great influence on all factors of living. Education was no exception. During this period there was little money devoted to research in education nor are there any books in great number published in the field at this time.

Up to this period the primary interest in junior high schools was the fact that most pupils left school at the end of the junior high school period and sought employment. During the preceding era, jobs were plentiful, and the earning of money was a factor influencing school drop-outs. After the stock market crash in 1929, the effects soon were seen in the world by a marked decrease in employment. Conditions grew progressively worse and it no longer was a question of keeping children in school; it was a question of occupying their time for as many years as possible in the schools of our nation so that they would not join the ranks of the unemployed. Quite naturally all of this had its effect on business education in the junior high schools.

No longer did educators wish to train their 12-, 13-, and 14-year-old pupils to go out into the business world to find a position--even a non-technical one. Well-educated persons were willing to fill even the most non-technical position in order to provide a livelihood for themselves or their

families. It would increase the demoralization of the nation to encourage and allow pupils at this age to leave school and fill a position needed by a family man.

This was the greatest factor in the final discontinuation of vocational business training in the junior high school. Now it was more necessary than ever before to urge pupils to continue their schooling as far as was possible and to go into the field which would put his best abilities forward. Competition for positions was keen and that is but a mild expression. Only the fittest could survive in the struggle to obtain employment. The problem of retaining the school population for as long as possible became a major one.

A fertile field for junior business training as a prevocational, guidance and personal use type of course was now at hand. With the virtual elimination of bookkeeping, shorthand, stenography, and elementary training in non-technical jobs, some type of business education was still necessary in the junior high school and the subject which had been introduced in the last ten years was still not quite adaptable to present day conditions. Junior business training was the subject. The rejuvenation of the course of study began. Now, instead of including in the course how to be a mail clerk, how to be a shipping clerk, etc.,

the course provided for a background in economic living. Rationalization for the course included the arguments that a good background for economic living was necessary to precede any type of vocational training. It was argued that it is the most important thing to educate pupils "to lay a firm foundation for the achievement of that much-desired 'economic security' about which all thoughtful people are greatly concerned."¹

Now that the world was in such a condition and a course in junior business training was available to pupils in the junior high school, vocational training to pupils in the upper years could be more effective; background education which should precede it could be given; more guidance could be provided for with try-out experiences to reveal the aptitudes, abilities, and skills of the pupil; elementary skills could be more firmly established in the minds of the youngsters; and, a more thorough knowledge of occupations could be made available with the requirements involved in each made known.

This type of course was recommended to all pupils, regardless of sex, or present educational plans. It was deemed vital to the economic security of all, in that in it economic living was taught and was felt necessary to every individual.

¹Frederick G. Nichols, Junior Business Training for Economic Living, Preface ii. New York: American Book Company, 1930.

What money is, how it is acquired, and how it should be spent were the basic ideas taught in junior business training at this time. Money was important to everyone and it was necessary to educate for the proper handling of it. Not only these fundamentals of business were taught, however. The penmanship of the past cropped out in the textbooks offered on the market. Penmanship still was held in high esteem by publishers. Drills and samples of good penmanship were included in many of the books used in the schools. Penmanship was not the only subject to carry over into the course of study. Arithmetic was integrated in the plan with specific drill that had to do with the subjects discussed in the text of the chapter. Remedial instruction in handwriting and arithmetic was deemed essential prevocational business training at the ninth grade level.

Vocational content was greatly modified and included only for the purpose of general business information to serve as a means of providing vocational guidance in business occupations.

By 1941 the United States was again involved in another world war. Industrial reorganization to provide the materials for waging this war instantly counteracted the economic situation of the 30's. Employment was plentiful throughout the war years. A period similar to the era of the 20's was upon us. Pupils once more tended to leave school at the

What money is, how it is acquired, and how it should be spent were the basic ideas taught in junior business training at this time. Money was important to everyone and it was necessary to educate for the proper handling of it. Not only these fundamentals of business were taught, however. The partnership at the time dropped out in the textbooks offered on the market. Partnership still was held in high esteem by publishers. Drills and samples of good partnership were included in many of the books used in the schools. Partnership was not the only subject to carry over into the course of study. Arithmetic was included in the plan with specific drill that had to do with the subjects discussed in the text of the chapter. Remedial instruction in handwriting and arithmetic was deemed essential for vocational business training at the ninth grade level. Vocational content was greatly modified and included only for the purpose of general business information to serve as a means of providing vocational guidance in business occupations.

War-Time Problems. 1941-1945.

By 1940 it became increasingly apparent to curriculum makers that a study of business activities in relation to our personal and social welfare was an important aspect of general education. There is a distinct relationship between our political and social welfare and our study of business activities. Everyone, whether the person is young or old, depends on manufacturing, farming, transportation, wholesaling, retailing, banking, and other types of business activities to supply his wants. It is almost impossible to be self-sufficient. A study of geography will instantly proclaim the dependency of a person on the world about him. Workers derive their incomes from occupations which in turn either directly or indirectly derive their profit from him all through business operations. It makes little difference as to the capacity in which one acts--producer, distributor, or consumer of goods or services--all need to understand and appreciate how business operates and influences personal and social welfare.

By 1941 the United States was again involved in another world war. Industrial reorganization to provide the materials for waging this war instantly counteracted the economic situation of the 30's. Employment was plentiful throughout the war years. A period similar to the era of the 20's was upon us. Pupils once more tended to leave school at the

junior high school level to seek employment and share in the money that began to flow freely throughout the country. If the pupils did not want to leave school, often parents were instrumental in their doing so. Although it was not absolutely necessary to be vocationally trained in order to secure employment, if a young person wished to be employed in any occupation other than that of an assembly line worker, that person needed some sort of training.

Often the pupil who stayed in school worked part time, if not in a factory, then in some local business, ranging from selling to office work. These pupils needed training. They could not be expected at the junior high school level to be skilled workers but educators again saw the need for some type of business training with a vocational aim in the junior high school. This was often incorporated in the general business course which by this time had become an established full-year ninth grade course aimed entirely at the prevocational personal use objective.

Now more than ever before it was realized that only correct work is acceptable in business. It is necessary that the junior high school pupil be taught the necessity for accurate work of all kinds. Many of the complaints of employers during these wartime years were those of inaccuracy and slipshod work habits. It appears that during the years of shying from the vocational objectives, many important

and worth while incidental aims such as accuracy and good work habits were overlooked and thereby lost.

The war years brought back to the attention of educators the necessity for many essentials of basic vocational training which can be kept without giving the vocational training itself.

It is obvious that guidance was taking place if the pupil was working part-time. What could be more revealing than working under actual business conditions? Certainly no classroom can completely simulate such working conditions, even though the attempt be made. These pupils, working in such a way, had a distinct advantage heretofore realized by very few. More could have been made of the opportunities thus afforded these pupils during the war years, but as mentioned before, changes are not made quickly in this civilization and before education could thoroughly adapt itself to the economic conditions of the war years, the war was over and new problems arose.

However, many lessons were learned and are learned with each passing day and these years reaped for junior high school business education much profit in that practical business showed itself to be of great benefit to the pupil of this age and providing practical business experiences for the junior high school classroom was an added aim of educators.

Post-War Development and Modern Trends. 1945-1948.

Insecurity of the post-war world has affected business education in the junior high schools. At times a third world war seems imminent and again impossible but this feeling of unrest is predominant in the modern world. Inflation is warned against every day with another depression talked about by others. How to train the pupil in junior high school for the future is the question.

Present offerings in business show that in the junior high school is a course in general business, called a variety of names but which has as its objectives the following:

1. To give pupils a basic understanding of business and to show how this aspect of human endeavor has, like other social institutions, both desirable and undesirable characteristics.
2. To give an understanding of how modern business services may be used and to help pupils become more skillful users of these services.
3. To provide guidance with respect to business subjects and occupations.
4. To serve as an introduction to other courses in business.¹

It is generally a course offered in the ninth grade. Typewriting is the only other course offered in junior high schools with a sufficiently large enough percentage offering it to deserve mention. A very few schools offer business

¹Gruhn-Douglass, The Modern Junior High School, p. 171. New York: Ronald Press, 1947.

practice but as to the content of the course, it is not clear nor uniform in the various schools. Probably the content is similar to the general business course.

General business is characterized by the units of learning which are here quoted from one of the outstanding texts on general business on the market today:

1. Our Business Environment--an understanding of the relation between our business environment and our personal and social welfare.
2. Our Money and Banking Services--an appreciation of the meaning and functions of money and the ability to make an intelligent use of banking services.
3. Planning the Use of Our Money--an understanding of the elementary principles involved in the management of personal finances.
4. Spending Money Wisely--an understanding of the general principles of intelligent spending and buying.
5. Sharing Economic Risks--an understanding of insurance as the means developed for sharing economic risks.
6. Accumulating Savings--an appreciation of the importance of developing the habit of saving early in life and an understanding of the elementary principles involved in investing money wisely.
7. Travel--an understanding of how the services provided by transportation companies may be used most advantageously.
8. Using Our Communication Services--an appreciation of modern means of communication in everyday life and the ability to use communication services properly.

Paul L. Salagiver, "Why Teach General Business?" *Business*
 News, February, 1947.
 Scruton-Douglas, *Op. Cit.*, p. 100.

9. Our Means of Shipping Goods--an appreciation of the importance of mail, express, and freight services in our system of distribution and the ability to make intelligent consumer use of these services.
10. Keeping and Finding Information--an appreciation of the value of a systematic plan for keeping useful information about personal business affairs and an understanding of simple record-keeping and filing procedures.
11. Business Activities and Our General Welfare--an appreciation of the structure and operation of our business system.¹

The following table contains the percentage of 162 schools which offer instruction in the business subjects, either as a required or elective course:

	<u>Required Courses</u>		<u>Elective Courses</u>	
	Percentage of Schools	Average Periods Weekly	Percentage of Schools	Average Periods Weekly
Seventh grade:				
General Business	1%	2.0	1%	2.5
Eighth grade:				
General Business	4%	3.2	6%	3.5
Typewriting	1%	3.5	9%	4.6
Ninth grade:				
General Business	1%	5.0	37%	4.7
Typewriting	1%	2.0	24%	4.5
Business Practice			8%	4.8
Bookkeeping			1%	5.0
				2

¹Paul L. Salsgiver, "Why Teach General Business?" Balance Sheet. February, 1947.

²Gruhn-Douglass, Op. Cit., p. 168.

Weaknesses of the general business taught in the schools today are summarized as the following two statements.

1. There is an attempt in many schools to prepare pupils for several business tasks, whereas most of them will obtain positions where only a single function is performed.
2. The belief is held by many teachers that all pupils in junior business courses should be given training that leads to a job.¹

However, it is being recognized increasingly that the training for business tasks cannot be offered in the junior business training or general business course, and the general use objectives are becoming more apparent in the minds of educators.

Although it does not have a recognized place in the curriculum of all junior high schools, typewriting appeals to pupils of the junior high school level because it is a mechanical skill and therefore, it has survived and still holds its place in the business education picture in the junior high school to some extent.

The current trend is to eliminate typewriting altogether from the eighth grade but to offer a combination course of typewriting and junior business training "as a major (5 periods per week for one year) in the ninth grade and be required of all pupils."²

¹Gruhn-Douglass, Op. Cit., p. 171

²The American Business Education Yearbook, Volume Iv. "The Changing Business Curriculum." 1947.

Other educators believe that typewriting should be eliminated altogether from the junior high school. This remains a controversial issue.

There is yet room for thought in further reorganization of the business education curriculum for junior high schools.

were introduced because it was felt necessary to offer business education at this level.

The junior high school evolved from the philosophies of many educators but one of the primary aims of this intermediate school was to reduce the drop-out percentage at the end of the elementary school. In addition to doing this, new schools and old ones were kept in the schools was necessarily provided.

Because there was no standard on which to rely, this movement being a new venture in the field of education, the only basis for business education was that experienced that in the senior high school. A natural thing for curriculum makers to do was to take material the vocational business education courses of the senior high school and transplant them to the junior high school.

Students still left school but now the trend was to finish the eighth grade, or junior high school, and there pupils were trained in the business education curriculum to take positions as junior clerks, bundle wrappers, messengers, stockpots, pay-roll clerks, cashiers, shipping clerks,

CHAPTER IV

SUMMARY AND RECOMMENDATIONS

In the early stages of the junior high school, book-keeping, shorthand, typewriting, and other skill subjects were introduced because it was felt necessary to offer business education at this level.

The junior high school evolved from the philosophies of many educators but one of the primary aims of this intermediate school was to reduce the drop-out percentage at the end of the elementary school. In addition to doing this, training for those who were not kept in the schools was necessarily provided.

Because there was no standard on which to rely, this movement being a new venture in the field of education, the only basis for business education was that experienced thus far in the senior high school. A natural thing for curriculum makers to do was to take wholesale the vocational business education courses of the senior high school and transplant them to the junior high school.

Students still left school but now the trend was to finish the ninth grade, or junior high school, and these pupils were trained in the business education curriculum to take positions as junior clerks, bundle wrappers, messengers, timekeepers, pay-roll clerks, cashiers, shipping clerks,

receiving clerks, file clerks and the like.

A need for a change in the curriculum did not take long to be recognized, and in 1922 a course called junior business training found its way into the curriculum. It developed as a combination of rapid calculation, penmanship and general business information taught primarily to achieve vocational, prevocational and guidance aims.

In the decade following 1930, student mortality ceased to be a problem because of the economic depression. Student population in the senior high school increased by 250% from 1920 to 1939. As a result of these trends, general educational values were stressed and the general business course became one of exploratory and personal use importance.

Since 1940, however, it has become increasingly apparent that a study of business relationships is important to all people, not only for those pursuing the business course later in school but for all because of the interdependency of all of the everyday activities.

"General business, like general science, represents an aspect of our twentieth century life about which youth can no longer afford to be abysmally ignorant."¹

¹Paul L. Salsgiver, "Why Teach General Business?" Balance Sheet. February, 1947.

Recommendations

After determining what has been done in junior high schools in the business field since the origin of such a school and finding that an evolution is in the working, it is worth while to note that the pursuance of business knowledge at the junior high school level derives its amount and extent from the needs of the times.

Considerable changes have taken place through the years and at present the following curriculum for junior high schools is recommended in the business field.

The seventh grade should include no specialization in business courses. Pupils of this age have no need for specialization of training and cannot adapt themselves to it. They need continued studies of the basic fundamentals and complete concentration on adjustment to the junior high school scheme of operation. There are the new building, new teachers, changing of classrooms and of teachers, and oftentimes new classmates to adjust to. This is the orientation period.

The eighth grade should also be devoid of business training. There should be a continuation of the study of basic fundamentals and an enrichment program to prepare for specialization in the future. Business in its broad interpretation of learning for everyday living should be taught in every course.

The ninth grade is recommended as the place to continue

placing the subject known as General Business. This course as it is now taught is good, but important improvements could be made by the alert teacher when economic changes render it necessary.

A few of the trends of business education in the junior high school follow:

1. Upgrading and increasing electivity of business subjects.
2. Functionalizing business education through other subjects.
3. Including or excluding, as the case may be, business education in a core of common learnings.
4. Emphasizing exploration for information and discovery of interests rather than aptitude, and then guiding on this basis.
5. Almost total disappearance of vocational objectives (exclusive of what the tools imply in this direction).
6. Improvement and better adaptation of method at the junior high school level.
7. Inclusion of business education through use of an experimental curriculum.
8. Increasing undifferentiation in curriculum practices.¹

¹The American Business Education Yearbook, Volume IV. "The Changing Business Curriculum." 1947. p. 140.

BIBLIOGRAPHY

BOOKS

- Briggs, Thomas A., The Junior High School. Cambridge: Houghton-Mifflin Company, 1929.
- Crabbe and Seligser, General Business. New York: South-Western Publishing Company, 1941.
- Curry, S. M., et. al., General Education in the American High School. New York: Scott, Foresman and Company, 1942.
- Cox, Phillip W. L., The Junior High School and its Curriculum. Boston: Charles Scribner's Sons, 1929.
- Davis, Calvin G., Junior High School Education. New York: World Book Company, 1936.
- Glass, James M., Curriculum Practices in the Junior High School and Grades 7 and 8. Chicago: University of Chicago Press, 1934.

BIBLIOGRAPHY

- Brund-Douglass, The Modern Junior High School. New York: Ronald Press, 1947.
- Kitson, R. D., Commercial Education in Secondary Schools. New York: Ginn and Company, 1929.
- Koss, L. V., The Junior High School. New York: Harcourt, Brace and Howe, Inc., 1930.
- Koss, L. V., The Junior High School. Boston: Ginn and Company, 1937.
- Linnex, Paul E., Commercial Teaching Problems. New York: Prentice-Hall, Inc., 1935.
- Lyon, Leverett S., Education for Business, Third Edition. Chicago: University of Chicago Press, 1932.
- Marvin, Cloyd E., Commercial Education in Secondary Schools. New York: Henry Holt and Company, 1922.
- Michals, Frederick G., Commercial Education in the High School. New York: D. Appleton Century, Inc., 1933.

BIBLIOGRAPHY

BOOKS

- Briggs, Thomas H., The Junior High School. Cambridge: Houghton-Mifflin Company, 1920.
- Crabbe and Salsgiver, General Business. New York: South-Western Publishing Company, 1941.
- Corey, S. M., et. al., General Education in the American High School. New York: Scott, Foresman and Company, 1942.
- Cox, Philip W. L., The Junior High School and its Curriculum. Boston: Charles Scribner's Sons, 1929.
- Davis, Calvin O., Junior High School Education. New York: World Book Company, 1926.
- Glass, James M., Curriculum Practices in the Junior High School and Grades 5 and 6. Chicago: University of Chicago Press, 1924.
- Gruhn-Douglass, The Modern Junior High School. New York: Ronald Press, 1947.
- Kitson, H. D., Commercial Education in Secondary Schools. New York: Ginn and Company, 1929.
- Koos, L. V., The Junior High School. New York: Harcourt, Brace and Howe, Inc., 1920.
- Koos, L. V., The Junior High School. Boston: Ginn and Company, 1927.
- Lomax, Paul S., Commercial Teaching Problems. New York: Prentice-Hall, Inc., 1928.
- Lyon, Leverett S., Education for Business, Third Edition. Chicago: University of Chicago Press, 1932.
- Marvin, Cloyd H., Commercial Education in Secondary Schools. New York: Henry Holt and Company, 1922.
- Nichols, Frederick G., Commercial Education in the High School. New York: D. Appleton Century, Inc., 1933.

BIBLIOGRAPHY

- Nichols, Frederick G., Junior Business Training for Economic Living. New York: American Book Company, 1930.
- Pringle, R. W., The Junior High School. New York: McGraw-Hill Book Company, 1937.
- Smith, Standley and Hughes, Junior High School Education. New York: McGraw-Hill Book Company, 1942.
- Spaulding, Francis T., The Small Junior High School. Cambridge: Harvard University Press, 1927.
- Touton, Frank C. and Struthers, Alice B., Junior-High-School Procedure. Boston: Ginn and Company, 1926.
- Wrinkle and Gilchrist, Secondary Education for American Democracy. New York: Farrar and Rinehart, Inc., 1942.

PERIODICALS

- Alteiri, Virginia F., "Business Education in the Junior High School." Journal of Business Education. (February, 1945)
- Gosling, Thomas W., "Educational Reconstruction in the Junior High School." Educational Review. (May, 1919.)
- Kilpatrick, W. H., "The General Education Morally Demanded." Frontiers of Democracy. (May 15, 1943).
- Lovell, Mrs. Amber, "Wartime and Problems of the Junior High School Business Field." Balance Sheet. (October, 1944).
- Musselman, Vernon A., "A Better Everyday Business Course for the Student." Journal of Business Education. (March, 1943).
- Salsgiver, Paul L., "Why Teach General Business?" Balance Sheet. (February, 1947).
- Tonne, Herbert A., "What is Happening to Junior Business Training?" Journal of Business Education. (November, 1945).

BIBLIOGRAPHY

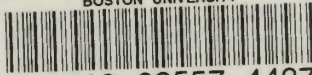
PUBLICATIONS OF LEARNED ORGANIZATIONS

- The American Business Education Yearbook, Volume IV. "The Changing Business Curriculum." (Published by the E. C. T. A. and N. B. T. A., Somerville, New Jersey: Somerset Press, Inc.) 1947.
- Business Education in Secondary Schools, Bulletin No. 55, National Education Association, 1919.
- Commercial Education Bulletin No. 34 of the Board of Federal Vocational Education, June, 1919.
- The Junior Commerce Curriculum, Report published by a committee of the Department of Superintendence of the National Education Association. 1928.
- The Modern Junior High School, Bulletin of the National Association of Secondary School Principals, Volume 29, No. 130, April, 1945.
- North Central Association Commission on Secondary Schools, Bulletin, March, 1919.
- Report of the Committee of Ten on Secondary School Studies, 1893. (Published in Washington, D. C.)
- Report of the Committee on College Entrance Requirements, 1899. (Published in Washington, D. C.)
- Report of the Committee on the Economy of Time in Education, 1913. (Published in Washington, D. C.)
- A Survey of Junior Commercial Occupations, Prepared for the Federal Board for Vocational Education under the direction of F. G. Nichols, Bulletin 54, 1918.

ENCYCLOPEDIAS

- Encyclopedia Britannica, "Commercial Education," Volume 6, p. 112.

BOSTON UNIVERSITY



1 1719 02557 4437

ACCOPRESS BINDER

BF 250 P7-EMB

Made By

ACCO PRODUCTS, INC.

Ogdensburg, N. Y., U.S.A.

